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# The Use of Simultaneously Guided Television Viewing and Script Reading as a Means of Improving Comprehension and Vocabulary

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THE USE OF SIMULTANEOUSLY GUIDED TELEVISION  
VIEWING AND SCRIPT READING AS A MEANS OF  
IMPROVING COMPREHENSION AND VOCABULARY

THESIS

Submitted to the Graduate Committee of the  
Department of Curriculum and Instruction  
Faculty of Education  
State University College at Brockport  
in Partial Fulfillment of the  
Requirements for the Degree of  
Master of Science in Education

by

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## Abstract

The purpose of this study was to investigate the effects of simultaneously guided television viewing and script reading on the comprehension and vocabulary scores of twenty academically weak seventh grade students. A secondary purpose was to determine what change, if any, materialized in the student's attitude toward reading and leisure activities as a result of participation in the program.

Twenty students who had obtained a comprehension score at or below the 7.0 reading level on the Gates-MacGinitie Reading Test, and who did not have an apparent physical or mental handicap as indicated by school records, were selected to participate in the eight week program.

Seven situation comedy or family drama television programs were selected and manuscripts of each program were prepared by the examiner. The students attended class daily and completed the requirements of each program at the conclusion of five sessions.

A significant difference was found between the pre and posttest scores on comprehension. No significant difference was found between the pre and posttest scores on vocabulary, attitude and leisure activities.

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## Chapter I

### Need for the Study

Television is an integral part of today's society. A review of research summarized by Howe and Solomon (1979) concluded that: the average child spends more hours viewing television than participating in any other activity with the exception of sleeping; the average preschooler views more than fifty-four hours of television weekly which estimates to approximately eight hours of viewing daily; the average graduating high school student will spend twice as much time viewing television than he will in the classroom; over two million children between the ages of two and eleven are watching television extensively after midnight; by the time they are fifteen, today's teenagers will have witnessed between 11,000 and 13,000 acts of violence while viewing television.

It appears that television has both a negative and a positive influence on children. Research suggests that television is a negative influence on certain children when it leads to decreased physical activity to the extent that they are not getting the vital exercise necessary for their growth, when it leads to deprivation of mental growth as fiction becomes substituted for fact in the child's life, and when it warps the emotional values of a child when violence, instead of self-discipline becomes the accepted response to frustration (Howe & Solomon, 1979; Pulliam, 1979; Sharman, 1979; Williams, 1979; Winn, 1977).



Television can also be a positive influence on children. If children participate bodily, through such means as clapping, humming, jumping and responding to rhythms, good physical activity for children takes place. Mentally, if children are taught to discriminate between fact and fiction then there is an unlimited amount of information concerning social, geographical and physical characteristics available to them. If they can recognize fiction for what it is, it should result in a motivational factor toward development of their own creativity and imagination. If their emotional response to what they see serves as a general catharsis for the release of their own frustration and not to the extent that they become apathetic toward violence in reality, television is beneficial to their emotional development (Jaronik, 1975; Lyle & Hoffman, 1971; Mays, 1979; Pulliam, 1979; Schramm, Lyle, & Parker, 1961; Starkey & Swinford, 1974).

There is a definite need in education for further research to determine the effect that television may have on the growth of vocabulary, the depth of comprehension, and the influence on attitude and interest of juvenile viewers.

### Purpose

This writer investigated the effects of simultaneously guided television viewing and script reading on comprehension and vocabulary scores of selected academically weak seventh grade students. A secondary purpose of this study was to determine what change, if any, materialized in a student's attitude toward reading and leisure activities following participation in the guided television viewing program.

### Questions of the Study

1. Is there a significant difference between the pre and posttest comprehension scores as measured by the Gates-MacGinitie Reading Test?
2. Is there a significant difference between the pre and posttest vocabulary scores as measured by the Gates-MacGinitie Reading Test?
3. Is there a significant difference in the attitude of the subjects toward reading as a result of participation in the guided television viewing program?
4. Is there a significant difference in the attending behaviors of the subjects as a result of viewing a rerun of a televised program?
5. Is there a preference indicated by the subjects for reading the script or viewing the television?
6. Is there a difference in the priority of leisure activities by the subjects as a result of participation in the guided television viewing program?

### Definition of Terms

Academically Weak Student - A student whose comprehension score will place him/her at or below the 7.0 reading level on the Gates-MacGinitie Reading Test, Level E, Form 1, and who does not have an apparent physical or mental handicap.

Guided Television Viewing - Under supervision, the student will view a teacher selected television program and at the same time have available to read, with the viewing, a manuscript of the entire broadcast without alteration of the dialogue.

Script - The written text of a television broadcast.

Situation Comedy - A program consisting of humorous dialogue which is generally televised as a series and suitable for family viewing.

Family Drama - A program dealing with a more serious plot than the situation comedy but also suitable for viewing by the entire family.

Leisure Activity - An activity which an individual enjoys doing during free or unstructured time.

#### Limitations

Certain limitations must be recognized in regards to the design of the study. The program was limited to an eight week period. Only academically weak students whose scores were at or below the 7.0 reading level on one test were considered for participation. Selection of subjects was limited to seventh grade students.

#### Summary

Research indicates that television is a negative and a positive influence on children. Selecting one small aspect from this entire television viewing spectrum, this study investigated the development of reading skills of comprehension and vocabulary and the influence of television on individual attitudes and interests.

## Chapter II

### Review of the Literature

#### Purpose

The purpose of this study was to investigate the effects of simultaneously guided television viewing and script reading on comprehension and vocabulary scores of academically weak seventh grade students. A secondary purpose of this study was to determine what change, if any, materialized in a student's attitude toward reading and leisure activities following participation in the guided television viewing program.

#### General Need

Research indicates that television has become a dominant means of entertainment engaging millions of people daily. Leibert, Neale, and Davidson (1973) stated that the average American's television was turned on for approximately six hours per weekday and eight and one-half hours on Saturday and Sunday. Winick and Winick (1979) reported that depending upon the time of year and the age of the child, a television may have been viewed from 17-30 hours per week with the heaviest viewing occurring between 7:30 p.m. and 11:00 p.m. Winick and Winick also suggested that the average child views television for at least four hours daily. Pulliam (1979) stated that children between the ages of three and five view an average of 8,000 hours of television annually. Schramm's (1977)

survey reported that 98% of all American homes are equipped with at least one television set. Present statistics support this percentage. Additional receivers, however, have been constructed to satisfy the demands of the increased number of sets in the homes and institutions. Feeley (1979) further reinforced Schramm's survey stating that televisions are turned on from five to six hours per day. UNESCO studies indicated that Americans spend 40% of all leisure time and 75% of all mass media time watching television. Jaronik (1975) reported that the average child will spend more time in front of a television during the first sixteen years of his life than he will spend in front of a teacher. Schramm et al. reported that:

From ages three through sixteen, he [the average child] spends more total time on television than on school. In these years he devotes about one-sixth of all waking hours to television. In fact, he is likely to devote more time to television than to any other activity except sleep and play. (p. 30)

Despite the numerous technical advancements, television prevails as one of the most influential forms of media affecting the lives of children. No other means of communication is so readily available by which children can, at the push of a button, engage themselves in an independent world devoted to relieving feelings of loneliness, anger, or hurt, and their inherent desires for relaxation or entertainment. Today's attitude toward television has altered from the extremities of being simply good or bad to depicting an attitude of total devotion, trust and respect (Sunderlin & Gray, 1967). As a result of this change in attitude researchers are investigating the effects that television may have on the growth of children.

### Physical Development

Television exerts a negative as well as a positive influence on the physical development of children. As a result of the tremendous amount of leisure time inactively spent on viewing, the physical movements necessary for growth in children are being substituted by a passive state of action. Television is overwhelmingly replacing sleep, social and family activities, conversation, and travel (Howe & Solomon, 1979; Jaronik, 1975; Pulliam, 1979; Schramm et al., 1961; Sharman, 1979). Schramm et al. (1961) concluded that children are more likely to watch television than engage in other activities for entertainment, relaxation and relief from loneliness. Frank (1969) suggested that television remains an inactive pastime for most children when they mentally substitute the needed action and adventure that should be physically obtained in their day-to-day living. Sunderlin and Gray (1967) stated that television has become known as the "third" parent by which children show respect, affection, and trust as displayed by their continual devotion to it in place of the many other available activities (p. 4). An average of three hours daily of television viewing as compared with one hour of reading has been estimated. In addition, Sunderlin and Gray (1967) quoted Schramm saying,

For example, younger children will go less often to the cinema when they have television in their homes, they will read fewer books and read less magazine fiction, and they will spend less time on radio. (p. 16)

Hess and Goldman (1962) commented that in most families the child is in total control of what and how much s/he views television.

In the majority of families, mothers make little effort to supervise either program selection by the child or the total amount he watches. In most families, the father has little voice in determining the television behavior of his child. (Sunderlin & Gray, p. 16).

Chamberlin and Chambers (1976) reported that most children become regular viewers by the age of three. The average preschooler will view television at least thirty-three hours weekly. By age six, many children will have been exposed to between 3,000 and 4,000 hours of television and by graduation from 15,000 to 20,000 hours. Most research concludes that television is indeed becoming a major time filler for many children and is replacing the needed physical exercise necessary for growth. Children must be taught to be aware of the importance of bodily participation, through such means as clapping, humming, and jumping when a severe amount of viewing is occurring (Howe & Solomon, 1979; Pulliam, 1979; Schramm et al., 1961; Winn, 1977).

#### Mental Development

Television has proven to be both a negative and positive influence on the mental development of children. Howe and Solomon (1979) described television as being a "one-eyed-monster" which children are watching every waking minute fighting over which program would be seen, clamoring for the toys, candy and food advertised, and imitating the violence (p. 25). Winn (1977) stated:

Not unlike drugs or alcohol, the television experience allows the participant to blot out the real world and enter into a pleasurable and passive mental state [where] the worries and anxieties of reality are as effectively deterred by becoming absorbed in a television program as by going on a "trip" induced by drugs or alcohol. (p. 24)

Consequently, television can, for some individuals become so habit forming and addictive that it may cause severe intellectual and psychological damage by controlling the individual's life. Bever and Smith (1976) suggested that television has a tendency to mold and confirm attitudes in children from the ages of seven years and up toward life and society. As a result of children's experiences, they are often caught up in television impressions believing them to be true. Only at an older age could most children begin to make accommodations for becoming a part of the adult world and learning how to handle and accept the many societal hypocrisies. Schramm et al. (1961) suggested that television offers a tremendous display of behaviors, customs, clothing styles, names, phrases, skills, and words which are learned by children through a modeling process. Schramm further stated, however, that because there is such a quantity of information to be absorbed, the child is often confused with much of the information and is not intellectually stimulated. There is no direct opportunity provided during the viewing for the child to question or discuss the materials viewed.

Statistics have indicated that television may be a cause for a child's distorted sense of reality. Results of surveys have suggested that children subjected to a great amount of viewing are more likely to become callous toward death, suffering and violence. They have witnessed such a degree of violence on television that they have become numb to the actual severity (Chamberlin & Chambers, 1976; Sharman, 1979). Television portrays life as consisting of materialism, instant heroes, violence with no pain, stereotyped people and places. Power and prestige represent command, outward beauty and talent signify success, policies



are not to be debated, and the news is an article of information that goes with good pictures (Schramm et al., 1961). Priorities, such as keeping up with social symbols as the Fonzies, imitating clothing and hair styles, aping phrases, being beautiful and talented, and committing violent acts for problem solving are overriding the important values of sharing, cooperating, considering others, playing together, thinking, and disciplining. Leibert, Neale and Davidson (1973) concluded that: "Although television does not provide an accurate picture of the real world, many children and adolescents believe that it does" (p. 30).

Ferris (1979) stated that television does not allow creativity. Television was viewed passively as a means of escaping intellectual challenge. This idea was further reinforced by Pulliam (1979) who suggested that television does not encourage children to "think deeply or probe" into subject matter (p. 6). Children have been accustomed to "packaged learning with entertainment" and the formal manner of learning has become too slow and burdensome (Pulliam, p. 6).

With proper use and direction television can and does have several positive effects on the mental development of children. Jaronik (1975) stated that television is responsible for: introducing children to many kinds of people; providing children with an unlimited amount of knowledge pertaining to parts of the world where they have no immediate contact; informing children on numerous topics in addition to answering many questions; informing and providing children with something to occupy their time, assisting children in learning their communication skills; broadening and strengthening knowledge and interests; encouraging children to read; helping children acquire social learning and stimulating

their imaginations; being a device for relaxation, entertainment and pleasure and a method for relief of boredom and loneliness. Pulliam (1979) stated that young children between the ages of three and five will have viewed an average of 8,000 hours of television annually and as a result the child will have increased his/her vocabulary; will have a better understanding and appreciation of various cultural characteristics; will secure a broader understanding of social issues; and will maintain a more indepth understanding pertaining to geographical concepts. Lyle and Hoffman (1971), after conducting a survey of mothers of school age children, concluded that television has indeed acted as a means for developing their children's vocabulary, has prepared their children for the social aspects of school, and has informed their children about general life concepts. Mays (1979) reinforced the concept that children not only enjoy relating to a character, but enjoy seeing the character in their own unique and private way. Starkey and Swinford (1974) stated that television is beneficial to all persons, disregarding mental ability, in strengthening their retention skills; as a motivational tool for promoting exercises in reading; and as a learning device for the individual who has reading difficulties. The information obtained from the television would not have been acquired by an individual who was fighting against reading. Sharman (1979) indicated that television is a powerful device in the fields of education and entertainment, beneficial to all ages, and that television is a window of the world responsible for stimulating an immeasurable amount of interest and curiosity through visual representation. Chamberlin and Chambers' (1976) survey concluded that:

By the time children enter the first grade they have seen more of the world, have been exposed to more sex and violence, have developed a larger listening vocabulary, and have become familiar with more commercial products than their grandparents experienced in a lifetime. (p. 54)

In viewing television, children not only hear, but they procure a visual image as well. Winick and Winick (1979) stated that the subject matter on television is probably as much cognition as experience. Cognition is thus defined as the process by which what is viewed attracts attention, is interpreted by the individual, and is applied to his/her specific aspects of the environment. Children perceive and relate to what is a part of their previous experiences. Adults are capable of seeing an image as a whole item while children perceive each event as being distinct and unconnected. Thus children enjoy reruns because they are able to obtain pleasure in viewing a program in which they can recognize familiar people or situations. The child becomes able to look forward to each part of the program. What appeared difficult or complex at the initial viewing becomes more understanding with subsequent exposures.

Although much research has been completed it is still impossible to evaluate the total impact of television on the mental development of children. The exact nature of the effects depends on numerous conditions.

The nature of the individual child's temperament, intelligence and needs, the quality of his/her personal adjustment, the amount of information a child has, the strength of his/her existing beliefs and values, and the opportunities which occur in real life for the child to put into practice what he/she has learned from mass media. To some, TV is a wasteland, a "boob-tube," and an insult to normal intelligence. To others, however, it is the marvel of the age, a source of inexpensive entertainment, and a vital component of today's education at work. (Chamberlin & Chambers, 1976, p. 57)

### Emotional Development

Research has suggested that television is affecting the emotional stability of children. Sharman (1979) reported that certain children watch television to be entertained, to live in a fantasy world, to mentally participate in a thrilling episode, to identify with exciting and attractive people, to get away from real life problems to escape boredom, and to use it as a social utility. Pulliam (1979) quoted Marshall McLuhan, a Canadian communications theorist, "He [McLuhan] suggests that infatuation with television and the electric age itself may be responsible for much of the apathy, rebellion, and lack of motivation currently reported in school classrooms" (p. 9). Isolated, lonely children who do not have secure family, peer or institutional relationships, seek models of living from the television. Children have a need for affiliation. To satisfy that need they turn to the television and relate to specific characters without being threatened. Long hours of viewing may create anxiety, language deprivation, reading difficulty, academic underachievement and withdrawal, eye disorder, and aggressive behavior.

The literature suggested that television is so altering the family stability that emotional disturbances are occurring. Children need to be able to express what they view on television with an adult. Howe and Solomon (1979) stated:

When children are allowed to express their grief or sorrow through tears, fear through trembling and shaking and anger through storming they are then able to deal with the distressing situation in a much more rational and effective way. However, when they are prevented from expressing these emotions, the grief, fear and anger remain all balled up inside them and any situation which reminds them in some way of the original distressing experience will trigger a renewal of the unpleasant emotions. (p. 71)

Adults should take the time to discuss with children what has been viewed and help them in making decisions in regards to problems that occur with the television. Television becomes a time filler for escape. The greater the conflict, the greater the use of the television. Sunderlin and Gray (1967) best described the understanding of television stating, "Don't swallow television, be conscious of it, enjoy it, but consider it, evaluate it, learn about it and from it. Make informed judgements concerning it. And communicate those judgements or reactions" (p. 54).

#### Summary

Television is potentially the greatest means of communication influencing society. Research suggests that the results may be positive or negative toward the physical, mental and emotional growth of children. If children are taught to recognize the importance of physical activity, to discriminate between fact and fiction for their own creative development, and to respond emotionally to the extent that they are not becoming apathetic toward violence and suffering in reality, television may be beneficial. If a child's viewing results in decreased physical activity necessary for vital growth, fictional ideas are substituted for reality and emotional values are overriding self-discipline then television represents a negative value.

## Chapter III

### The Research Design

#### Purpose

This study investigated the effects of simultaneously guided television viewing and script reading on the growth of vocabulary, the depth of comprehension, and the influence on attitude and interest of seventh grade students.

#### The Hypotheses

The hypotheses investigated in this study were as follows:

1. There is no significant difference between the pre and posttest comprehension scores as measured by the Gates-MacGinitie Reading Test, Level E, Form 1.
2. There is no significant difference between the pre and posttest vocabulary scores as measured by the Gates-MacGinitie Reading Test, Level E, Form 1.
3. There is no significant difference in the attitude of the subjects toward reading as a result of participation in the guided television viewing program.
4. There is no significant difference in the attending behaviors of the subjects as a result of viewing a rerun of a televised program.
5. There is no preference indicated by the subjects for reading the script or viewing the television.

6. There is no difference in the priority of leisure activities of the subjects as a result of participation in the guided television viewing program.

### Methodology

#### Subjects

Twenty students (nine males, eleven females) completing the seventh grade were selected from students attending a middle income rural school. Subject participation in the program consisted of a group of academically weak students who did not have an apparent physical or mental handicap as was determined by school records, but who had obtained a comprehension score at or below the 7.0 reading level on the Gates-MacGinitie Reading Test, Level E, Form 1.

#### Instruments

Instruments used in the study were administered as pre and post evaluative measures.

1. Gates-MacGinitie Reading Test, Level E, Form 1
2. Estes' Reading Attitude Scale
3. Student Questionnaire

#### Procedure

The Gates-MacGinitie Reading Test, Level E, Form 1 was administered over a two day period for measurement of comprehension and vocabulary of eighty-nine seventh grade students. Results of the test indicated that twenty-three students obtained comprehension scores at or below the 7.0 reading level. Of the twenty-three students, twenty were

selected to participate in the program who had obtained a comprehension score at or below the 7.0 reading level and who did not maintain an apparent physical or mental handicap according to school records (Appendix A).

Following selection, the twenty subjects were administered the Estes' Reading Attitude Scale and a Student Questionnaire compiled by the examiner as attitudinal measurements (Appendices B and C).

The study was conducted over an eight week period. The twenty students met daily with the examiner for a forty-five minute period. The procedure used throughout the study remained consistent from week to week. Seven situation comedy or family drama programs were selected by the examiner on the basis that the programs did not contain excessive violence, sex, or ethnic slur. The programs selected for the study are listed as follows:

1. "Happy Days"
2. "Mash"
3. "Gilligan's Island"
4. "Sanford and Son"
5. "The Jeffersons"
6. "Welcome Back Kotter"
7. "Different Strokes"

Each program was recorded on video tape to be viewed by the students. In addition, a manuscript was prepared for each student without alteration of the dialogue. Each manuscript contained, at the maximum, twelve underlined words selected by the examiner to be used as vocabulary words (Appendix D).

At the first session of each week the students received the manuscript of the television program which they would be viewing. During this session the students scanned the manuscript with the examiner to familiarize



themselves with the characters, vocabulary, setting, plot and other important features of the story. The students were encouraged to write on the manuscripts any information which they felt might be relevant for future reference. Manuscripts were placed in individual folders at the conclusion of each session.

The second session was devoted to simultaneous script reading and guided television viewing. The students were responsible for obtaining their manuscripts prior to the viewing of the television program. At no time were the students advised as to whether they should be reading the manuscript or watching the television. Preference for reading or viewing was determined by the individuals. The examiner did, however, record the number of minutes over a ten minute period that each student did refer to the manuscript (Appendix E). Throughout the viewing, the television action was interrupted for discussion of questions or responses made by the students.

The third session was used for a vocabulary building activity. The underlined words on the manuscript were discussed in detail and a worksheet pertaining to the words was completed (Appendix F).

The fourth session was again used for simultaneous script reading and guided television viewing with the procedure replicating the second session. Timed intervals were kept on each subject by the examiner over a ten minute period to determine the amount of time each student referred to the manuscript while viewing a rerun. A comparison was made to determine if there was a difference in the attending behavior of the individuals while watching a rerun and the first viewing (Appendix E).

The final session of the week was used for developing comprehension. Lessons concerning sequencing, recognizing main ideas, predicting outcomes, recalling details and developing visual images were completed. An activity sheet pertaining to the information from the television program and the concept discussed was administered and completed (Appendix G).

At the completion of the eight weeks, the Gates-MacGinitie Reading Test, Level E, Form 1 was administered to the group as a posttest measurement for comprehension and vocabulary (Appendix A). The Estes' Reading Attitude Scale and question number nine, Place a check on the line in front of the five leisure activities which you enjoy doing most, of the Student Questionnaire were also administered as posttest measurements to determine what change, if any, had developed in a student's attitude.

### Statistical Design

T tests for correlated samples were used to compare the mean scores for comprehension, vocabulary, attending behavior and attitude. Leisure activity preferences were tabulated and reading or viewing preferences were examined using percentages.

### Summary

This study was designed to investigate the effects of simultaneously guided television viewing and script reading on the growth of vocabulary, the depth of comprehension and the influence on attitude and interest of seventh grade students. The results of the study for vocabulary, comprehension, attitude and attending behavioral preference were analyzed by

t tests for correlated samples. The preferences for reading or viewing were analyzed using percentages and the preferences of leisure activities were found by tabulating the scores.

## Chapter IV

### Analysis of Data

#### Purpose


The purpose of this study was to investigate the effects of simultaneously guided television viewing and script reading on comprehension and vocabulary scores of selected academically weak seventh grade students. A secondary purpose of this study was to determine what change, if any, materialized in a student's attitude toward reading and leisure activities following participation in the guided television viewing program.

#### Statistical Analysis

The first null hypothesis stated that there was no significant difference between the pre and posttest comprehension scores as measured by the Gates-MacGinitie Reading Test. The second null hypothesis stated that there was no significant difference between the pre and posttest vocabulary scores as measured by the Gates-MacGinitie Reading Test. A t test for correlated means was used to compare the mean scores between the pre and posttest in comprehension and the pre and posttest in vocabulary. The results of the two t tests are displayed in Tables 1 and 2.

Table 1

Gates-MacGinitie Reading Test  
Comprehension Scores

Student	Pretest	Posttest	D	D <sup>2</sup>
	26	27	1	1.00
	25	28	3	9.00
	20	25	5	25.00
	23	23	0	0.00
	26	28	2	4.00
	16	22	6	36.00
	23	25	2	4.00
	18	22	4	16.00
	24	23	-1	1.00
	26	30	4	16.00
	25	30	5	25.00
	17	20	3	9.00
	16	19	3	9.00
	25	29	4	16.00
	25	25	0	0.00
	24	31	7	49.00
	22	19	-3	9.00
	22	19	-3	9.00
	23	25	2	4.00
	16	23	7	49.00
	<u>442</u>	<u>493</u>	<u>51</u>	<u>291.00</u>

$$\Sigma X = 442$$

$$\Sigma Y = 493$$

$$t_{\text{req. } .05} = \pm 1.73$$

$$\bar{X} = 22.1$$

$$\bar{Y} = 24.65$$

$$\text{d.f. } 19$$

$$r = .70$$

$$\text{S.D. for pretest} = 3.61$$


$$\text{S.D. for posttest} = 3.87$$

$$t = \frac{\bar{X} - \bar{Y}}{\sqrt{\frac{n(\Sigma D^2) - (\Sigma D)^2}{n^2(n-1)}}} = \frac{22.1 - 24.65}{\sqrt{\frac{20(291.00) - (51)^2}{(20)^2 \cdot (19)}}}$$

$$t = \frac{-2.55}{\sqrt{\frac{5820-2601}{7600}}} = \frac{-2.55}{\sqrt{\frac{3219}{7600}}} = \frac{-2.55}{\sqrt{.4236}} = \frac{-2.55}{.65} = -3.92$$

Table 2

Gates-MacGinitie Reading Test  
Vocabulary Scores

Student	Pretest	Posttest	D	D <sup>2</sup>
	21	22	1	1.00
	27	28	1	1.00
	15	14	-1	1.00
	17	18	1	1.00
	22	23	1	1.00
	25	21	-4	16.00
	23	20	-3	9.00
	11	14	3	9.00
	21	19	-2	4.00
	26	29	3	9.00
	24	28	4	16.00
	16	15	-1	1.00
	20	18	-2	4.00
	22	22	0	0.00
	17	20	3	9.00
	28	27	-1	1.00
	19	23	4	16.00
	15	19	4	16.00
	22	23	1	1.00
	21	23	2	4.00
	412	426	14	120.00

$$\sum X = 412$$

$$\sum Y = 426$$

$$t_{\text{req. } .05} = \pm 1.73$$

$$\bar{X} = 20.6$$

$$\bar{Y} = 21.3$$

$$d.f. = 19$$

$$r = .85$$

$$S.D. \text{ for pretest} = 4.43$$

$$S.D. \text{ for posttest} = 4.45$$

$$t = \frac{\bar{X} - \bar{Y}}{\sqrt{\frac{n(\sum D^2) - (\sum D)^2}{n^2(n-1)}}} = \frac{20.6 - 21.3}{\sqrt{\frac{20(120.00) - (14)^2}{(20)^2 \cdot (19)}}} =$$

$$t = \frac{-0.70}{\sqrt{\frac{2400 - 196}{7600}}} = \frac{-0.70}{\sqrt{\frac{2204}{7600}}} = \frac{-0.70}{\sqrt{.29}} = \frac{-0.70}{.54} = -1.30$$

At the 95% level of confidence for 19 degrees of freedom, a  $t$  value of 1.73 was required for significance. The  $t$  value obtained in comprehension was -3.92. Since the  $t$  value obtained was beyond the acceptance region for the null hypothesis, the null hypothesis was rejected and the conclusion was drawn that a significant difference did exist from pretest to posttest at the 95% level of confidence ( $p > .05$ ).

In addition, a histogram was prepared to graphically assist in the interpretation of the dispersion of the pre and posttest comprehension scores. The histogram clearly indicated that a difference between the pre and posttest means was not the result of extreme scores (Table 3).

At the 95% level of confidence for 19 degrees of freedom, a  $t$  value of 1.73 was required for significance. The  $t$  value obtained in vocabulary was -1.30. Since the  $t$  value obtained was in the acceptance region for the null hypothesis, the null hypothesis was retained and the conclusion was drawn that a significant difference did not exist from pretest to posttest at the 95% level of confidence ( $p > .05$ ).

The third null hypothesis stated that there was no significant difference between the pre and posttest scores as measured by the Estes' Reading Attitude Scale. A  $t$  test for correlated samples was used to compare the mean scores. The results of this  $t$  test are displayed in Table 4.

Table 3


Gates-MacGinitie Reading Test  
Histogram of Comprehension Scores





Table 4

Estes' Reading Attitude Scale

Student	Pretest	Posttest	D	D <sup>2</sup>
	64	58	-6	36.00
	68	70	2	4.00
	56	55	-1	1.00
	56	50	-6	36.00
	56	65	9	81.00
	72	68	-4	16.00
	56	50	-6	36.00
	49	24	-25	625.00
	49	64	15	225.00
	59	54	-5	25.00
	31	35	4	16.00
	34	37	3	9.00
	40	31	-9	81.00
	56	46	-10	100.00
	58	62	4	16.00
	49	34	-15	225.00
	66	64	2	4.00
	52	52	0	0.00
	61	64	3	9.00
	46	44	-2	4.00
	<u>1078</u>	<u>1027</u>	<u>-51</u>	<u>1549.00</u>

$$\sum X = 1078$$

$$\sum Y = 1027$$

$$t_{\text{req. } .05} = 1.73$$

$$\bar{X} = 53.9$$

$$\bar{Y} = 51.35$$

$$d.f. = 19$$

$$r = .77$$

$$S.D. \text{ for pretest} = 10.62$$

$$S.D. \text{ for posttest} = 13.56$$

$$t = \frac{\bar{X} - \bar{Y}}{\sqrt{\frac{n(D^2) - (D)^2}{n^2(n-1)}}} = \frac{53.9 - 51.35}{\sqrt{\frac{20(1549.00) - (-51)^2}{(20)^2 \cdot (19)}}} =$$

$$t = \frac{2.55}{\sqrt{\frac{30980 - 2601}{400 \cdot 19}}} = \frac{2.55}{\sqrt{\frac{38379}{7600}}} = \frac{2.55}{\sqrt{3.73}} = \frac{2.55}{1.93} = 1.32$$

At the 95% level of confidence for 19 degrees of freedom a  $t$  value of 1.73 was required for significance. The  $t$  value obtained in the attitudinal scale was 1.32. Since the  $t$  value obtained was in the acceptance region for the null hypothesis, the null hypothesis was retained and the conclusion was drawn that a significant difference did not exist from pretest to posttest at the 95% level of confidence ( $p > .05$ ).

An extremely low score of -25 was recorded on the posttest scores of the Estes' Reading Attitude Scale due to one student's difficulty in completing the questionnaire. A recalculation eliminating this one score was made, however results remained the same. At the 95% level of confidence for 18 degrees of freedom a  $t$  value of 1.73 was required for significance. The  $t$  value obtained in the attitudinal scale was -.85. Since the  $t$  value obtained was in the acceptance region for the null hypothesis, the null hypothesis was retained and the conclusion was drawn that a significant difference did not exist from pretest to posttest at the 95% level of confidence after elimination of the most extreme score (Table 5).

The fourth null hypothesis stated that there was no significant difference in the attending behaviors as a result of viewing a rerun of a televised program. A  $t$  test for correlated samples was used to compare the mean scores. The results of this  $t$  test are displayed in Table 6.

Table 5

Extreme Score Deletion  
Estes' Reading Attitude Scale

Results after deleting most extreme score of -25.

$$\Sigma X = 1029$$

$$\Sigma Y = 1003$$

$$D = -26$$

$$\bar{X} = 54.16$$

$$\bar{Y} = 52.79$$

$$D^2 = 924$$

$$r = .82$$

$$\text{S.D. for pretest} = 10.84$$

$$\text{S.D. for posttest} = 12.26$$

$$t_{\text{req. } .05} = \pm 1.73$$

$$\text{d.f.} = 18$$

$$t = \frac{\bar{X} - \bar{Y}}{\sqrt{\frac{n(D^2) - (D)^2}{n^2(n-1)}}} = \frac{54.16 - 52.79}{\sqrt{\frac{19(924.00) - (-26)^2}{(19)^2 \cdot (18)}}} =$$

$$t = \frac{-1.37}{\sqrt{\frac{17556 - 676}{361 \cdot 18}}} = \frac{-1.37}{\sqrt{\frac{16880}{6498}}} = \frac{-1.37}{\sqrt{2.60}} = \frac{-1.37}{1.61} = -.85$$

Table 6  
Ten-Minute Intervals  
Attending Behavior Scores

Student	First Viewing Seconds	Rerun Seconds	D	D <sup>2</sup>
	62	106	44	1936.00
	363	313	-50	2500.00
	219	293	74	5476.00
	123	184	61	3721.00
	293	141	-152	23104.00
	259	263	4	16.00
	392	433	41	1681.00
	74	243	169	28561.00
	201	64	-137	18769.00
	86	163	77	5929.00
	38	77	39	1521.00
	208	47	-161	25921.00
	68	46	-22	484.00
	174	75	-99	9801.00
	136	263	127	16129.00
	316	422	106	11236.00
	326	423	97	9409.00
	188	162	-26	676.00
	205	187	-18	324.00
	437	326	-111	12321.00
	4168	4231	63	179515.00

$$\sum X = 4168$$

$$\sum Y = 4231$$

$$t_{\text{req. } .05} = 1.73$$

$$\bar{X} = 208.4$$

$$\bar{Y} = 211.55$$

$$d.f. = 19$$

$$r = .69$$

$$S.D. \text{ for pretest} = 117.55$$

$$S.D. \text{ for posttest} = 127.66$$

$$t = \frac{\bar{X} - \bar{Y}}{\sqrt{\frac{n(D^2) - (D)^2}{n^2(n-1)}}} = \frac{208.40 - 211.55}{\sqrt{\frac{20(179515) - (63)^2}{(20)^2 \cdot (19)}}} =$$

$$t = \frac{-3.15}{\sqrt{\frac{3590300 - 3969}{400 \cdot 19}}} = \frac{-3.15}{\sqrt{\frac{3586331}{7600}}} = \frac{-3.15}{\sqrt{471.89}} = \frac{-3.15}{21.72} = -0.15$$

At the 95% level of confidence for 19 degrees of freedom a  $t$  value of 1.73 was required for significance. The  $t$  value obtained in the attending behaviors was -0.15. Since the  $t$  value obtained was in the acceptance region for the null hypothesis, the null hypothesis was retained and the conclusion was drawn that a significant difference did not exist from pretest to posttest at the 95% level of confidence ( $p > .05$ ).

Question five asked if there was a preference indicated by the subjects for reading the script or viewing the television program. Since the number of subjects was not sufficiently large to meet the assumptions of a statistical analysis of these preferences, the analysis was limited to an inspection of the percentage of change. Of the twenty subjects, only six of the subjects altered their preference for reading the script or watching the television. At the conclusion of the study, 25% (5 out of 20) continued to prefer viewing the television using the script, 45% (9 out of 20) continued to prefer viewing the television without using the script, and 30% (6 out of 20) altered their decision. Of the 30%, five of the six students changed their response to prefer watching television with the script and one student altered his decision to prefer watching television without using the script (Table 7).

Question six asked if there was a difference in the priority of leisure activities of the subjects as a result of participation in the guided television viewing program. As a result of the distribution of the answers, the student responses were tabulated (Table 8). Results of the leisure priorities indicated that there was little change in the

Table 7

Viewing Preference With or Without the Script

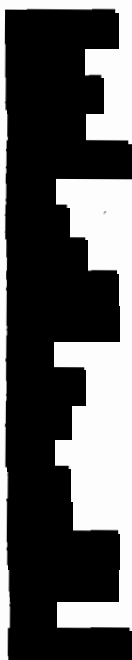
Student	Pretest	Posttest
	with	with
	without	without
	without	with
	without	without
	without	with
	without	without
	with	without
	without	without
	with	with
	without	without
	without	without
	without	without
	with	with
	without	with
	without	with
	with	with
	without	with
	without	without
	with	with
	without	without

Table 8

Leisure Activity Preference

ACTIVITY	PRE	POST
ride my bike	10	13
do homework	7	12
work on a hobby	3	5
read a book	2	1
go to a club meeting	0	1
listen to the radio	16	13
play with friends	14	13
read a magazine	2	2
take a walk	10	5
go to the movies	2	2
read a newspaper	2	2
do house chores	2	4
watch television	12	13
listen to records	13	10
read a comic	5	4

Preference of leisure activities  
before participation in the  
program.

1. listen to the radio
2. play with friends
3. listen to records
4. watch television
5. take a walk
6. ride my bicycle

Preference of leisure activities  
after participation in the  
program

1. listen to the radio
2. play with friends
3. ride my bicycle
4. watch television
5. do homework
6. listen to records

students' preferences. Listening to the radio and playing with friends remained constant and were followed by listening to records, watching television, and riding a bicycle which alternated preference positions. Taking a walk was replaced by doing homework at the conclusion of the program.

### Summary

The findings presented yielded data that retained null hypotheses two, three and four of no significant difference in the pre and posttests for vocabulary, attitude and attending behavior. The data rejected null hypothesis one of no significant difference in the pre and posttest for comprehension. There was little change of attitude shown in the preference for reading the script or viewing the television program. There was little difference indicated in the preference of leisure activities.



## Chapter V

### Conclusions and Implications

#### Purpose

This study investigated the effects of simultaneously guided television viewing and script reading on academically weak seventh grade students and determined what change, if any, materialized in attitude and leisure activities.

#### Conclusions

The results of this study indicated a gain in comprehension scores of academically weak seventh grade students. Growth was not indicated in the vocabulary scores, nor were changes noted in attending behaviors, attitudes, leisure activities and television viewing or script reading preferences.

Research states that television is influencing the lives of children. However, the degree of its effects is still to be determined. To understand the influence of television, the child must first be understood. Something makes a child reach for a particular experience on television which often relates to his own life. He combines the new information with the stored experience which results in old ideas being modulated, new information being stored away and occasionally overt behaviors occurring (Schramm et al., 1961).

Several studies have suggested that television is associated with decreased reading skills, deteriorated eyesight, aggressive behaviors, distorted views of personal relationships, unedified language and ideals, decreased activity participation (Jaronik, 1975; Pulliam, 1979; Sharman, 1979; Williams, 1979). There are, however, positive values that can be encouraged through thoughtful management of television information. With guidance children can discover for themselves which values are real and which are plastic. Thus they are learning to be discriminatory in their program selection.

Himmelweit, Oppenheim and Vince (1958), Leibert, Neale and Davidson (1973), Starkey and Swinford (1974), Williams (1979), and Winn (1977) have studied extensively the effects of television on reading. Results have indicated that the visual images received directly from a television program are stronger than the images conjured up mentally when reading. But because of the complex symbolic decoding process accomplished through reading, reading broadens the mind. Winn (1977) quoted a ten year old child,

The TV people leave a stronger impression. Once you've seen a character on TV, he'll always look like that in your mind, even if you made a different picture of him in your mind before, when you read the book yourself. The thing about a book is that you have so much freedom. You can make each character look exactly the way you want him to look. You're more in control of things when you read a book than when you see something on TV. (p. 57)

Thus children are reduced mentally in their ability to attend to nonvisual experiences and concentrate on their reading at a much slower pace. If the child is taught the reading skills at an early age, it appears that television does not hinder those skills learned.

However, if the child has not been taught sufficiently, the mental processes have suffered in development.

This writer concludes that the extent to which television is affecting children is dependent upon the environmental existence of each child. It is impossible at this time to suggest that television is neither good nor bad for all children.

For some children, under some conditions, some television is harmful. For other children under the same conditions or for the same children under other conditions, it may be beneficial. For most children, under most conditions, most television is probably neither particularly harmful nor particularly beneficial. (Schramm, et al., 1961, p. 1)

#### Implications for Classroom Practice

The use of television in the classroom has several serious implications which must be given careful consideration. Financial, practical, physical and academic problems need to be resolved before implementing the program.

1. Consideration should be given as to who will be responsible for the financing and maintenance of the equipment.
2. The location of the classroom should be considered to prevent outside interference.
3. The location of the television in the classroom should be suitable for clear viewing by everyone.
4. The program outline should state specific goals and procedures for evaluating those expectations.
5. The instructor should be objective in program selection dis-regarding individual prejudices.
6. A proper perspective should be maintained between application of the television in the classroom and other teaching techniques.

7. Careful consideration should be given as to what type of student will benefit most from the program.
8. The program selection should be determined by the readiness of the students and their needs.
9. The length of the program should be suited to the attention span of the students.
10. Students should be encouraged to view the programs actively rather than passively.

#### Implications for Further Research

Further research might include a study considering students of various chronological ages and alternate grade levels. A twenty week or more research period is suggested for greater depth. Expansion of program selection to include documentaries, action-adventure, mysteries, educational films, movie and book tie-ins is suggested. A research study designed to compare results between an experimental group and a control group may be beneficial. A video recording of a television program was used in this study. Alteration of the program to test the auditory skills of a population by substituting an audio cassette recording of the television show for the visual recording may yield substantial growth in a learning situation.

#### Summary

The purpose of this study was to investigate the effects of simultaneously guided television viewing and script reading on comprehension and vocabulary scores of academically weak seventh grade

students and to determine what change, if any, materialized in a student's attitude toward reading and leisure activities following participation in the program.

Extensive research is needed to determine how television is affecting the development of children mentally, physically and emotionally. The extent to which television is affecting society suggests that television may result in being a positive and/or negative influence on children. Studies remain to be completed in several areas concerning the numerous facets of television.

Television offers to children a display of information pertaining to all aspects of the world. Children are provided with a tool which will help them to better understand and appreciate various cultural characteristics, to secure and broaden their understanding of social issues, to maintain a more in depth understanding of geographical concepts, to assist in learning communication skills, to encourage their amount of reading, to stimulate their imaginations, and to serve as a means for relaxation, entertainment and pleasure.

This study selected one aspect from the entire television viewing spectrum, and found television to be a positive influence on certain children in the field of education. Careful analysis of the information presented in a program should accompany a child's viewing to enrich his/her understanding of concepts.

The introduction of the television into the classroom necessitates thoughtful consideration, thorough preparation and meticulous execution of the instructor's program.

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Appendix A

Gates-MacGinitie Reading Test


Pretest and Posttest Scores

## Appendix A

Pretest ScoresGates-MacGinitie Reading Test, Level E, Form 1

Student	Age	Vocabulary		Comprehension	
		R.S.	G.E.	R.S.	G.E.
	12yrs. 7mos.	21	6.7	26	7.0
	13yrs. 5mos.	27	8.4	25	6.7
	13yrs. 7mos.	15	5.2	20	5.3
	15yrs. 4mos.	17	5.8	23	6.1
	13yrs. 6mos.	22	7.0	26	7.0
	13yrs. 10mos.	25	7.8	16	4.2
	13yrs. 11mos.	23	7.3	23	6.1
	15yrs. 0mos.	11	3.9	18	4.7
	12yrs. 10mos.	21	6.7	24	6.4
	14yrs. 9mos.	26	8.1	26	7.0
	12yrs. 9mos.	24	7.6	25	6.7
	14yrs. 8mos.	16	5.5	17	4.4
	13yrs. 4mos.	20	6.5	16	4.2
	13yrs. 8mos.	22	7.0	25	6.7
	13yrs. 7mos.	17	5.8	25	6.7
	12yrs. 10mos.	28	8.7	24	6.4
	14yrs. 2mos.	19	6.3	22	5.9
	13yrs. 8mos.	15	5.2	22	5.9
	13yrs. 4mos.	22	7.0	23	6.1
	13yrs. 2mos.	21	6.7	16	4.2

Posttest Scores

	22	7.0	27	7.3
	28	8.7	28	7.6
	14	4.9	25	6.7
	18	6.0	23	6.1
	23	7.3	28	7.6
	21	6.7	22	5.9
	20	6.5	25	6.7
	14	4.9	22	5.9
	19	6.3	23	6.1
	29	9.0	30	8.3
	28	8.7	30	8.3
	15	5.2	20	5.3
	18	6.0	19	5.0
	22	7.0	29	7.9
	20	6.5	25	6.7
	27	8.4	31	8.8
	23	7.3	19	5.0
	19	6.3	19	6.3
	23	7.3	25	6.7
	23	7.3	23	6.1

Appendix B

Estes' Reading Attitude Scale

## Appendix B

Estes' Reading Attitude Scale

Directions: Place a check in the appropriate box.

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Reading is for learning but not for enjoyment.				
2. Money spent on books is well spent.				
3. There is nothing to be gained from reading books.				
4. Books are a bore.				
5. Reading is a good way to spend spare time.				
6. Discussing books in class is a waste of time.				
7. Reading turns me on.				
8. Reading is only for grade grubbers.				
9. Books aren't usually good enough to finish.				
10. Reading is rewarding to me.				
11. Reading becomes boring after about an hour.				
12. Most books are too long and dull.				
13. Free reading doesn't teach anything.				
14. There should be more time for free reading during the school day.				
15. There are many books which I hope to read.				
16. Books should not be read except for class requirement.				
17. Reading is something I can do without.				
18. A certain amount of summer vacation should be set aside for reading.				
19. Books make good presents.				
20. Reading is dull.				

Appendix C  
Student Questionnaire



Appendix C  
Student Questionnaire

Name \_\_\_\_\_ Age: Years \_\_\_\_\_ Months \_\_\_\_\_

Father's Occupation \_\_\_\_\_ Mother's Occupation \_\_\_\_\_

1. Average number of hours spent watching television per day. \_\_\_\_\_

2. Number of television sets in your house. \_\_\_\_\_

3. Do you have your own television set? \_\_\_\_\_ If so, in what room of the house is it located? \_\_\_\_\_

4. Do your parent(s) or guardian(s) know which programs you watch?  
(Check one answer) \_\_\_\_\_ Always

\_\_\_\_\_ Most times

\_\_\_\_\_ Sometimes

\_\_\_\_\_ Almost never

\_\_\_\_\_ Never

5. Who do you spend most of your time with when watching television?  
(Check one answer) \_\_\_\_\_ Parent(s) or guardian(s)

\_\_\_\_\_ Brother(s) and/or sister(s)

\_\_\_\_\_ Friend(s)

\_\_\_\_\_ Self

6. Who would you want to spend your time watching television with?  
(Check one answer) \_\_\_\_\_ Parent(s) or guardian(s)

\_\_\_\_\_ Brother(s) and/or sister(s)

\_\_\_\_\_ Friend(s)

\_\_\_\_\_ Self

7. How many books have you read in the past month? \_\_\_\_\_

8. Why do you watch television? Check one answer for each statement.

	Most of the time	Sometimes	Never
I think I can learn something.			
The TV is already turned on.			
The TV relaxes me.			
I like to watch so I can put off doing other things.			
I can't find anything else to do.			
I want to watch a special program.			
Watching TV makes me forget my problems.			

9. Place a check on the line in front of the five leisure activities which you enjoy doing most.

_____ ride my bike	_____ take a walk
_____ do homework	_____ go to the movies
_____ work on a hobby	_____ read a newspaper
_____ read a book	_____ do house chores
_____ go to a club meeting	_____ watch television
_____ listen to the radio	_____ listen to records
_____ play with friends	_____ read a comic
_____ read a magazine	

10. What time do you usually go to bed at night? \_\_\_\_\_
11. In school, do you prefer watching the television show with or without using the script? \_\_\_\_\_

## Appendix D

### "Different Strokes" Script

## Appendix D

## Different Strokes

(Song) Now the world don't move to the beat of just one drum. What might seem right to you, may not seem right to some. But they got different strokes. It takes different strokes. It takes different strokes to move the world. Everybody's got a special kind of story. Everybody finds a way to shine. It don't matter that you got not a lot. So they'll still have theirs, you'll have yours and I'll have mine. And together we'll be fine. And it takes different strokes to move the world, yes it does. It takes different strokes to move the world.

## (Commercials)

Willis: Gee Adelaide, how we gonna manage for three whole weeks without you?

Kim: Yeah, we're sure gonna miss you.

Arnold: I miss ya already, and you're still here.

Adelaide: I'm gonna miss you guys too, but I have to go. You know, my sister's leg is in a cast and her husband's out of town. She really needs me.

Willis: Well, we understand.

Arnold: Yeah.

Adelaide: But the girl whose filling in for me, Sandra Williams, has very good references. And she sounds real nice on the phone.

Arnold: Well, how can you tell about her cooking over the phone? Without your fudge brownies and applefritters, in three weeks I'll be nothing but cheeks and bones.

Mr. D,: You're all set Adelaide. My chauffeur is waiting for you downstairs.

Adelaide: Thanks. I'm going in style. A limousine to the bus station. Well kids, this is it. Bye.

Kim: Good-bye. Take care of yourself.

Adelaide: Behave yourselves!

(Doorbell rings)

Sandra: Hello, I'm Sandra Williams.

Mr. D.: Hello Sandra Williams. I'm Phillip Drummond. please come in.

Sandra: Thank you.

Willis: I'll get that.

Adelaide: Hi! I'm Adelaide.

Sandra: Hello.

Adelaide: Maybe I should stay a minute and show Sandra around.

Mr. D.: Thanks, we can do that. We don't want you to miss your bus. It's a long walk to Philadelphia.

Adelaide: Well, ok. Good-bye everybody, and I'll see you in three weeks. I'll call up to make sure everything is going alright.

Kim: Ok, bye-bye. Have a good trip.

Arnold: If you get too busy, just send a candy gram!

Mr. D.: I thought she'd never leave. Sandra, it's very nice to have you with us. This is my family . . . Kimberly, Willis and Arnold.

Kim: Hi!

Willis: Hi! How ya doing?

Sandra: What a lovely family. Adelaide told me all about you when we spoke.

Arnold: Oh thank you! Welcome to our humble commode.

Mr. D.: Arnold, I think you mean abode. Commode refers to the bathroom.

Arnold: Oh welcome to that too.

Sandra: You are such a cutie-pie.

Kim: Come on Sandra and I'll show you to your room.

Sandra: Thank you.

Mr. D.: Willis, will you help with the suitcases please.

Willis: Sure.

Arnold: I got it! You can take it now, Willis. I just wanted to see if it was too heavy for me.

Willis: Let a man handle it, little brother. Nothing to it. I got it.

Mr. D.: She's nice isn't she Arnold?

Arnold: Yeah, and she sure smells good. And she smiles with her whole face. And did you notice the way she looks at you with that real soft look, like this?

Mr. D.: You seem to be very taken with her Arnold.

Arnold: Yeah!

Mr. D.: Well, then maybe you won't miss Adelaide as much as you thought you would.

Arnold: Adelaide who?

Sandra: Well do you eat most of your meals in here?

Kim: Well Dad, Willis and I eat our meals in here. But with Arnold you can't exactly call it eating. It's more like--a . . . well, have you ever seen a plague of locust? I'll see ya later Sandra.

Arnold: Ah, Sandra. Let me give you a tour of the most important thing in the kitchen.

Sandra: What's that?

Arnold: The refrigerator. Notice it's king size.

Sandra: Oh good idea. A king size refrigerator for a boy with king size cheeks. Can I pinch them?

Arnold: Sure, be my guest. Pinch away! Hey, that didn't even hurt. You're a painfree pincher.

Sandra: And you're a darling little dude.

Arnold: I am? Well, how about we make some popcorn? I'll get the popcorn.

Sandra: Sorry. No popcorn before lunch. You should eat a balanced diet.

Arnold: I do eat a balanced diet. Half food and half junk.

Arnold: Oh, oh . . .

Sandra: Look out, look out!

Sandra: Oh, oh . . . are you alright? Poor baby . . . Did you hurt yourself?

Arnold: I think I bumped my elbow.

Sandra: Let me kiss it and make it better . . . Is that better?

Arnold: Yeah, it feels great now. That's my pitching arm.

Sandra: Good.

Arnold: Oh, don't forget my catching arm!

Sandra: Oh, of course. How's that?

Arnold: Great! And then there's my shoulders. They hold my arms together.

Sandra: Arnold, you are something else.

Arnold: Hey, that's what my mama used to say to me. Ya know something, you kind of remind me of my mama.

Sandra: That's so sweet. When I get married I'd like to have a little boy just like you.

Mr. D.: Ah Sandra, these are for the cleaners. Oh, would you please tell them that I would like the hole in that sweater mended. My golf partners are complaining that that gives me an unfair advantage.

Sandra: How's that?

Mr. D.: Well, I start with a hole in one.

Arnold: Boy, wait till you meet Sandra. What a terrific smile. She must have a hundred teeth. And she called me cutie-pie, just like Mama. Abraham, what if Sandra became my mama? Wouldn't that be terrific?

Willis: Ah, is this a private conversation?

Arnold: Oh, Willis . . . maybe you can help me with a problem. It's about love.

Willis: Love. Hey brother . . . I wrote the book.

Arnold: Willis, what makes a man fall in love with a women?

Willis: Well first off, there's got to be this--a--physical attraction. Then--then there's this emotional thing. And it doesn't hurt if she has season tickets to all the ball games.

Arnold: Willis, can someone fall in love in three weeks?

Willis: Sure, some people fall in love at first sight. At least that's what happens to the girls when they look at me. Why do you think they call me knock 'em dead Jackson!

Arnold: I thought it was your breath.

Willis: Speaking of breath. How would you like to lose yours?

Arnold: You wouldn't hurt a kid with glasses, would ya?

Willis: Look Arnold. When you mix the right people together, anything can happen. Even marriage. But don't worry. I won't let you get hooked by any girl.

Arnold: Oh Willis, I'm not talking about any girl. I'm talking about Sandra.

Willis: Say what? Arnold stop dreaming. Sandra's not going to marry a guy she can pick up and carry around.

Arnold: Willis, when was the last time you had your brain tuned up? I'm not talking about me. I'm talking about Sandra and Dad.

Willis: Dad? You been blow drying your hair too much?

Arnold: Willis, doesn't Sandra remind you of someone, especially when she smiles?

Willis: I don't know Arnold. I never thought about it.

Arnold: And the way she smells.

Willis: Who does she remind you of Arnold?

Arnold: Mama

Willis: Mama? Hey yeah. Yeah, in a way.

Arnold: Wouldn't it be nice to have a mama again. And all Dad has to do is marry Sandra.



Willis: Arnold I don't think Dad's going to marry her. He hardly knows her. They're from different backgrounds. And in case you haven't noticed, she's black.

Arnold: So. Dad fell in love with us, and we're not exactly snow white.

Willis: Arnold, I'm not saying it could never happen. They have nothing in common.

Arnold: Sure they do.

Willis: Like what?

Arnold: I'll bet neither one of them would wanna go sky diving without a parachute.

Willis: Come here little brother. Listen, I know you miss Mama, and I miss her too. Last Mother's Day I went to the store and looked at all the Mother's Day cards. I almost bought one, but what would I have done with it?

Arnold: You could have put it in the drawer with the one I bought.

Willis: Oh, you too, huh? I guess we'll never forget Mama. I know it's hard.

Arnold: Will it ever be easier?

Willis: I don't know Arnold. But it don't help to kid ourselves. Sure Sandra would make a nice Mama, but forget it. Ok?

Arnold: I don't care what Willis says. I got three weeks before Adelaide comes back. I don't know how I'm gonna do it, but I'm gonna get Sandra to fall in love with Dad. You can come to the wedding. You can be best fish.

(Commercials)

Arnold: Dad . . . Dad . . . wait a minute. Ya got a second?

Mr. D.: Well I'm just on my way to the Health Club. Can it wait?

Arnold: Well, it's real important. I need help with my homework.

Mr. D.: Well in that case, sure. Ok. What's the subject?

Arnold: Marriage.

Mr. D.: Marriage? In the fourth grade? That's what I call progressive education.

Arnold: We're learning about family life. Ya know, happy, happy, even though you're married.

Mr. D.: What did you want to know?

Arnold: Ok. Question number one. When you were married, did you like it?

Mr. D.: Very much.

Arnold: He dug it. Would you ever get married again?

Mr. D.: I think so, yes.

Arnold: Ready to take the plunge?

Mr. D.: Of course, that's only if I found the right woman.

Arnold: Looking for a 10!

Mr. D.: Well, I'd settle for a 9 1/2. The truth is Arnold, I really miss being married.

Arnold: Getting desperate.

Mr. D.: Well, I'm not exactly driving women out of single's bars. But it would be nice to have someone I love by my side to talk to, and share with, and blame things on.

Arnold: Would you marry someone younger than you?

Mr. D.: Certainly.

Arnold: Smarter than you?

Mr. D.: Gladly.

Arnold: Blacker than you?

Mr. D.: Blacker than me? Well I've never thought about it. But I suppose if two people really love each other, that's the important thing.

Arnold: Thank you. You made a very wise choice.

Mr. D.: What wise choice?

Arnold: Oh . . . ah . . . answering my questions. You did very good. Thank you. Keep up the good work.

Kim: Hey Dad, where's the Times? I need it for my current events class.

Mr. D.: Ah . . . it's in my room.

Kim: Thanks.

Mr. D.: Bye kids.

Kim: Bye.

Arnold: Bye.

Mr. D.: And Arnold, don't get married before I get back.

Kim: Arnold, what'd Dad mean . . . don't get married?

Arnold: Oh, we were just talkin about women.

Kim: Women huh? Getting tired of your electric train?

Arnold: Kimberly, I need your advice on women. What does a woman do to trap a man?

Kim: Well Arnold, that's a very sexist question. Women don't trap men.

Arnold: Ok. Forget the word trap. Just tell me how they rope them . . . ok . . . ok . . . ok Kimberly. Just tell me what made your mom want to marry your Dad.

Kim: Well, probably because they enjoyed each other's company. They were always telling jokes and laughing.

Arnold: Jokes, huh?

Kim: Yeah. They were always going out and having fun. Mm . . . even when they stayed home they had fun.

Arnold: What'd they do? Read the comics to each other.

Kim: Not exactly. And Mom used to make those real romantic dinners for Dad.

Arnold: What were they like?

Kim: Oh . . . well, Mom would have candlelight. And she'd wear a flower in her hair, and her dress would be Dad's favorite color, red. He said it matched his passion.

Arnold: Passion! Are we talking about the same Dad?

Kim: And sometimes between courses they danced.

Arnold: Good idea. Works up the appetite for the next batch of food.

Kim: And Mama made dinner with Dad's favorite dessert, crepes suzette.

Arnold: What's that?

Kim: Well that's a pancake that's been to college. Arnold, why are you asking me all these questions about women?

Arnold: Well I figured you could tell me about women cause from the looks of things, you're gonna be one any minute . . . Oh, hi Sandra. Where ya goin?

Sandra: Oh just to the market for some groceries.

Arnold: Oh may I help? Groceries are my favorite dish.

Sandra: No thanks cutie-pie, but it's nice of you to offer. You're a real little gentleman.

Arnold: Aw, thanks. I learned all that polite stuff from Dad. He's a real considerate millionaire.

Sandra: Oh, a considerate millionaire. Those are two of my favorite qualities in a man.

Arnold: Yeah, but I feel sorry for the poor guy. It's lonely at the top.

Sandra: What do you mean?

Arnold: Well . . . tonight me, Kimberly, and Willis are going out. That means Dad will have to eat dinner all by himself.

Sandra: Well, that isn't such a tragedy is it?

Arnold: Oh, you don't know Sandra. He's been real depressed lately.

Sandra: Is that so? He certainly hides it very well.

Arnold: Yup, that's my Dad. Laughin on the outside, but inside he's crying his guts out. Well, I guess I'll just have to cancel our plans and disappoint Kimberly and Willis unless . . . uh . . .

Sandra: Unless what?

Arnold: Unless . . . uh . . . maybe you can have dinner with Dad.

Sandra: Me? Oh no. I don't think he'd want to have dinner with the housekeeper. Does Adelaide have dinner with your Dad?

Arnold: Adelaide? . . . oh . . . oh sure. Yeah . . . all the time. Would ya?

Sandra: Well Arnold . . .

Arnold: Oh please, it's gonna make him feel better. Please, please, please?

Sandra: Ok, oh, ok! If you think it'll cheer him up.

Arnold: Thank you. Oh . . . and incidentally, do you know any jokes?

Sandra: Jokes?

Arnold: Oh Dad loves jokes. We have some of the funniest dinners around here.

Sandra: Well, I think I can think of a couple.

Arnold: Oh thanks. Oh . . . oh . . . could you dance with him between courses?

Sandra: Dance with him?

Arnold: Yeah. It helps his indigestion. And it keeps him from belching.

Sandra: Arnold, are you pulling my leg?

Arnold: No! Dad used to dance with his wife during dinner all the time. They were a couple of dancin fools.

Sandra: But that was his wife! Now don't tell me Adelaide dances with your Dad.

Arnold: Oh sure! All the time! You should see my Dad get down.

Sandra: Arnold, your Dad sure is a little unusual.

Arnold: Well, that's cause we live on the--a--top floor. The air's very thin up here.

Sandra: Well, I guess if that's what he'd like, ok!

Arnold: Ah . . . oh, and do you have a red dress?

Sandra: Don't tell me. That's his favorite color.

Arnold: Yeah! How'd ya guess?

Sandra: Oh, just a wild shot in the dark.

Arnold: Oh . . . and . . . a . . . could you make his favorite dessert, crepes suzette and wear a flower in your hair?

Sandra: I was just about to suggest it.

Arnold: Ah . . .thank you Sandra. Oh, and incidentally, don't tell Dad I told you all this cause he'd be kind of embarrassed.

Sandra: Ok. I understand . . . I think. I'd do anything for you cutie pie.

Arnold: Good! Good! Good! Hi guys. You wanna go roller skating with me tonight? I'm paying.

Kim: You're paying? Willis, I think he's delirious.

Arnold: I mean it! Including hot dogs and everything!

Willis: I think we better say yes Kimberly, before he discovers he's sleep walking.

Kim: Ok. Well one of my skate wheels is loose.

Willis: Oh, never fear. The fix it man is here. Show it to me.

Kim: Ok. Thanks Willis.

Willis: Sure.

Arnold: Hey it's workin, Abraham it's workin, it's workin! He might be able to take crepe suzette away from the honeymoon.

(Phone rings)

Arnold: Hello. Oh hi Adelaide! How ya doin?

Adelaide: Fine! How are things on the home front?

Arnold: Ah, couldn't be better. No sir. Everything's just fine.

Adelaide: Sounds like ya don't miss me at all Arnold.

Arnold: Oh I do. My stomach's in mourning till you get back.

Adelaide: Well ya don't have to wait three weeks cause I'm comin home tonight.

Arnold: What ya talkin about Adelaide?

Adelaide: My sister's husband got back from his trip. So she doesn't need me to help her anymore. I'm coming back on the next bus.

Arnold: You can't do that Adelaide!

Adelaide: Why not?

Arnold: Well . . . well . . . I . . . I . . . what I mean is--a--you just barely showed your face at your sisters. I mean, why come back and show it to the people that have been lookin at it for a year?

Adelade: Arnold. Tell me something. How is Sandra doing there?

Arnold: Oh . . . oh . . . oh, I'm glad you asked that. I mean, Dad has hired her for three weeks. It wouldn't be fair to let her go now.

Adelade: Well don't worry. I know of another job that's open.

Arnold: Good! Take it! I mean . . . a . . . a . . .

Adelade: Um . . . Arnold? Has your father said anything to you about my job? Like my services are no longer required?

Arnold: No, Adelade. Honest! I didn't say that.

Adelade: You didn't have to. I can hear between the lines. The old gray mare ain't what she used to be and the young fillies moved into the stable.

Arnold: Adelade! I . . . I . . .

Adelade: I know when I'm fired. Good-bye Arnold!

Arnold: Oh Adelade! What . . . uh . . . oh man.

Sandra: Good evening Mr. Drummond.

Mr. D.: Good evening Sandra. My don't you look lovely.

Sandra: Thank you.

Mr. D.: Red happens to be my favorite color.

Sandra: My what a coincidence.

Mr. D.: I think that flower in your hair is a very nice touch.

Sandra: Flower? Oh, yes, of course. I had forgotten I had it there.

Mr. D.: Oh, how come the table's set for two. The kids told me they were gonna eat at the roller rink. Did one of them come back?

Sandra: No, but I thought rather than eat alone, you might like a little company.

Mr. D.: Oh . . . you mean you?

Sandra: If you don't mind.

Mr. D.: No, no, no, no . . . I . . . I . . . wouldn't mind at all. I'd be delighted to have your company. Allow me.

Sandra: Thank you.

Mr. D.: This salad is delicious.

Sandra: Thank you. Say, did you ever hear the joke about the two flies?

Mr. D.: The two flies? No, I don't believe I have.

Sandra: Well, there were these two flies and one of them said to the other, you look tired. And the other one says, I am. The baby's sick and I was up all night walking the ceiling.

Mr. D.: That's a good one alright. I love a good fly joke with dinner.

Arnold: Now, to make it romantic.

Sandra: What happened?

Mr. D.: Well, either the circuit breaker went out, or I haven't paid the electric bill. I'd better check. Excuse me.

Sandra: The lights are on now.

Arnold: Darn, forgot the candles!

Mr. D.: Those circuit breakers do that sometimes. Oh, no . . . not again. There must be something wrong with that breaker.

Sandra: May . . . maybe you should get some candles.

Mr. D.: That's a good idea. I'll go and see if I can dig some out.

Arnold: Boy, I wonder if cupid had to work under these conditions!

Mr. D.: I hope you don't mind dining by candlelight.

Sandra: No, not at all. Would you like to dance?

Mr. D.: I beg your pardon.

Sandra: Well I always love to dance between courses. Or would you like to hear another joke?



Mr. D.: Ah, no . . . Let's dance!

(Music)

Sandra: You're a very good dancer.

Mr. D.: Thanks. I could have made it really big, but Fred Astaire stole all my routines.

Sandra: You're really very light on my feet.

Mr. D.: My wife used to make that same bum joke.

Adelade: Ah, ha. And I'm not surprised!

Mr. D.: Adelade, what are you doing here?

Adelade: I didn't come to cut in! I just came to pick up my things.

Mr. D.: I don't understand. Pick up your things? What are you talking about?

Adelade: If you wanted a dancer, why didn't you say so? Can she do this?

Sandra: Adelade, what's wrong?

Mr. D.: What in the world is bothering you?

Adelade: What's bothering me is you and that back stabbing vamp.

Sandra: Don't you dare call me a back stabbing vamp, shortie!

Adelade: What kind of a man would get a little kid to do the firing?

Mr. D.: Firing?

Kim: Hey, is Arnold in here?

Willis: Yeah, have you seen him? Adelade, what are you doing back?

Mr. D.: Where's Arnold?

Willis: Oh, I don't know. He went out for hot dogs and never came back. We lost him at the skating rink.

Mr. D.: You lost him?

Mr. D.: Well, have you looked everywhere?

Kim: Yeah Dad. He just disappeared.

Adelade: I knew this place would fall apart without me.

Arnold: Ah . . . hi everybody! Well, I think I'm gonna turn in early. Goodnight!

Mr. D.: Just one minute Arnold. I have a few questions for you.

Arnold: Ah . . . I plead the first amendment.

Willis: You mean the fifth.

Arnold: Which ever one will save my behind.

Mr. D.: You just start talkin. I'll be the one that decides what you save.

Arnold: Well, Dad . . . I arranged the whole thing cause I thought if . . . if you and Sandra fell in love and got married me, Willis and Kimberly would have a mom again.

Sandra; Oh Arnold. You know I'm really very fond of you, but I can't be your Mama. I'm engaged to somebody else. We're gonna be married.

Arnold: You are? Then I guess it's all over between us.

Mr. D.: Arnold, I know that you're disappointed. But . . . maybe, someday, I'll get married again.

Arnold: Yeah?

Mr. D.: Sure Arnold.

Arnold: Well, I just hope you get a wife before I do!

Appendix E

Ten-Minute Viewing Period

Appendix E  
Ten-minute Viewing Period

Student	First Viewing Seconds	Rerun Seconds
[REDACTED]	62	106
[REDACTED]	363	313
[REDACTED]	219	293
[REDACTED]	123	184
[REDACTED]	293	141
[REDACTED]	259	263
[REDACTED]	392	433
[REDACTED]	74	243
[REDACTED]	201	64
[REDACTED]	86	163
[REDACTED]	38	77
[REDACTED]	208	47
[REDACTED]	68	46
[REDACTED]	174	75
[REDACTED]	136	263
[REDACTED]	316	422
[REDACTED]	326	423
[REDACTED]	188	162
[REDACTED]	205	187
[REDACTED]	437	326

Appendix F

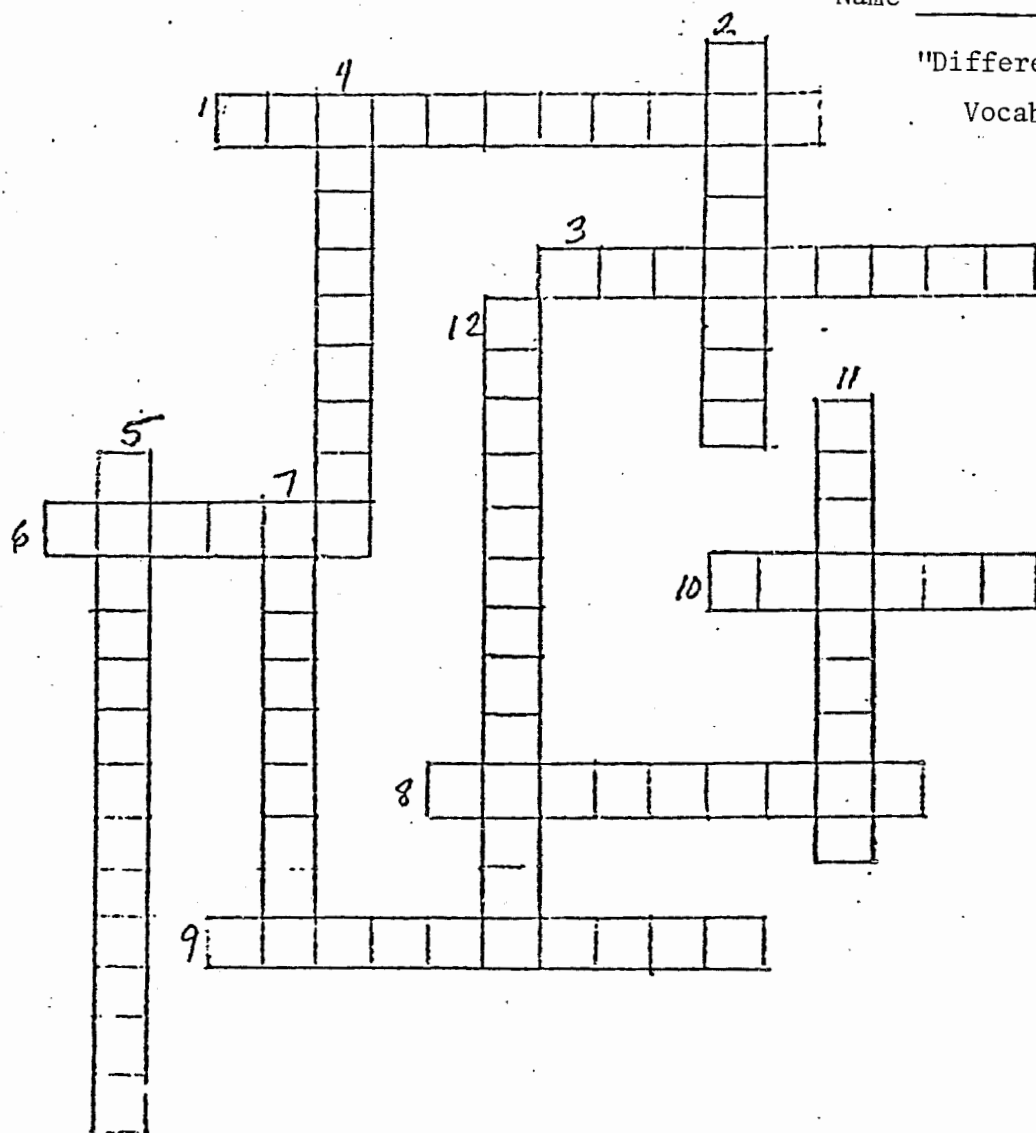
"Different Strokes" Vocabulary

## Appendix F

Name \_\_\_\_\_

"Different Strokes"

Vocabulary



1. difficulty in dissolving food in your stomach
2. the state of expressing sorrow or grief
3. an addition to a rule or law
4. in need of help immediately
5. news that is occurring at the present time
6. proud
7. large, black sedan or car
8. confused
9. people you can talk to to get information about another person
10. to enter into a state of action quickly
11. a person hired to drive a motor vehicle
12. a thin, dessert pancake

desperate

crepes suzette

mourning

humble

limousine

delirious

amendment

current events

references

plunge

indigestion

chauffeur

Appendix G  
Comprehension Activity Sheet

## Appendix G

## Comprehension Activity Sheet

Name \_\_\_\_\_ "Different Strokes"

DIRECTIONS: Put the statements below in the order in which they actually occurred in the story.

- \_\_\_\_\_ Arnold asks Kim and Willis to go roller skating.
- \_\_\_\_\_ Arnold falls off the kitchen stool.
- \_\_\_\_\_ Arnold talks to Kim on how to trap a man.
- \_\_\_\_\_ Mr. Drummond discusses marriage with Arnold.
- \_\_\_\_\_ The lights go out in the house.
- \_\_\_\_\_ Arnold needs his pitching arm and catching arm kissed.
- \_\_\_\_\_ Arnold talks to Willis about having Sandra as a mama.
- \_\_\_\_\_ Adelaide prepares to visit her sister.
- \_\_\_\_\_ Arnold confesses to everyone that he wanted Sandra to be his mama.
- \_\_\_\_\_ Adelaide talks to Arnold on the phone.
- \_\_\_\_\_ Sandra tells of the mother fly who had to walk the ceiling all night.
- \_\_\_\_\_ Mr. Drummond arrives home where Sandra has prepared dinner for him.
- \_\_\_\_\_ Sandra knocks on the door.
- \_\_\_\_\_ Adelaide returns home and finds Sandra and Mr. Drummond dancing.
- \_\_\_\_\_ Kim and Willis return from roller skating.